

EXPLORING COLLEGE AND CAREERS

Exploring College and Careers provides students opportunities to explore their personal goals, interests, and aptitudes as they relate to career concepts, including exploring the 16 national *career clusters* and Indiana's College & Career Pathways, and begin to determine what they want and expect for their future. Students learn about various traditional and nontraditional careers and gain an awareness of the level of education and type of training needed for a variety of careers and occupations. Students build good study habits, expand their technology skills, develop or update their Graduation Plans and complete a college and career readiness exam. Virtual and real life opportunities are provided for students to observe and explore various careers.

- DOE Code: 0493
- Recommended Grade Level: Middle School
- Recommended Prerequisites: None
- Recommended for all students, to be completed by the end of eighth grade.

Exploring College and Careers: Academic Standards Checklist

Standard 1 – Exploring Self

1.0 Students will analyze personal characteristics to create a personal profile.

- ECC-1.1 Identify personal and family morals, values, and ethics.
- ECC-1.2 Describe personal aptitudes, interests, and skills.
- ECC-1.3 Explore personal priorities and goals for life and career.
- ECC-1.4 Examine learning style preferences and their application to school and work.

Standard 2 – Exploring College and Careers

2.0 Students will use Career Clusters and Indiana's College and Career Pathways to explore careers.

- ECC-2.1 Differentiate among job, occupation and career.
- ECC-2.2 Locate, understand and use career information and resources.
- ECC-2.3 Identify workplace and labor market trends (such as economic, global, technology, and social).
- ECC-2.4 Describe the types of careers in each of the 16 Career Clusters.
- ECC-2.5 Describe postsecondary educational options (such as technical programs, military, apprenticeships, two- and four-year colleges) and resources for obtaining postsecondary education and training.

Standard 3 – Making Decisions

3.0 Students will apply critical and creative thinking to make decisions and solve problems.

- ECC-3.1 Demonstrate components of critical and creative thinking.
- ECC-3.2 Apply decision-making processes.
- ECC-3.3 Identify choices, options and consequences of life and career decisions.

Standard 4 – Making a Plan

4.0 Students will create flexible plans for succeeding in secondary education, college, career and life.

- ECC-4.1 Identify skills needed for career choices and match to personal abilities and interest.

- ECC-4.2 Explain the impact of selected careers on lifestyle goals.
- ECC-4.3 Review and update high school graduation plan.
- ECC-4.4 Interpret results of self assessment inventory to create an initial education and career plan.

Standard 5 – Personal Skills

5.0 Students will demonstrate personal skills needed for success in school, life and career.

- ECC-5.1 Demonstrate habits of mind (for example, taking responsible risks, thinking and communicating with clarity and precision, questioning and posing problems, thinking independently, applying past knowledge to new situations, remaining open to continuous learning).
- ECC-5.2 Demonstrate personal skills (for example, attendance, punctuality, responsibility, integrity, getting along with others) that are needed to succeed in school, life and career.
- ECC-5.3 Demonstrate appreciation of diversity in school, life and career settings (people who are different from one another, diverse personal beliefs and attitudes, changing roles of males and females, nontraditional occupations, stereotypes, biases, and cultural, intellectual, and environmental barriers).
- ECC-5.4 Demonstrate personal leadership skills to lead and inspire others, accomplish common goals, and function effectively in school, life and career settings.

Standard 6 – Employability Skills

6.0 Students will demonstrate basic employability skills.

- ECC-6.1 Create the basic components of a personal portfolio.
- ECC-6.2 Demonstrate school, life and career self-management skills related to responsibility and work ethic (for example, attendance, punctuality, completion of work on time, dependability, focus, initiative, perseverance, striving to do one's best).
- ECC-6.3 Apply principles of technology and the concept of digital citizenship, including safe, legal, and responsible use of information and technology.
- ECC-6.4 Demonstrate standards for personal appearance, attire, grooming, and etiquette appropriate for specific school and life settings.

Common Core Literacy for Technical Subjects Standards

Reading Standards for Literacy in Technical Subjects 6-8

The standards below begin at grade 6; standards for K-5 reading in technical subjects are integrated into the K-5 Reading Standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations – the former providing broad standards, the latter providing additional specificity.

Key Ideas and Details

- 6-8.RT.1 Cite specific textual evidence to support analysis of technical texts.
- 6-8.RT.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
- 6-8.RT.3 Follow precisely a complex multistep procedure when performing technical tasks.

Craft and Structure

- 6-8.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific context relevant to *grades 6-8 texts and topics*.
- 6-8.RT.5 Analyze the structure the author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
- 6-8.RT.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

Integration of Knowledge and Idea

- 6-8.RT.7 Translate technical information expressed in words in a text with a version of that information expressed visually.
- 6-8.RT.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
- 6-8.RT.9 Compare and contrast information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Range of Reading and Level of Text Complexity

- 6-8.RT.10 By the end of grade 8, read and comprehend technical texts in the grades 6-8 text complexity band independently and proficiently.

Writing Standards for Literacy in Technical Subjects 9-10

The standards below begin at grade 6; standards for K-5 writing in technical subjects are integrated into the K-5 Writing Standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations – the former providing broad standards, the latter providing additional specificity.

Text Types and Purposes

- 6-8.WT.1 Write arguments focused on *discipline-specific content*.
- 6-8.WT.2 Write informative/explanatory texts, including technical processes.
- 6-8.WT.3 Students will not write narratives in technical subjects. *Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In technical, students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.*

Production and Distribution of Writing

- 6-8.WT.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 6-8.WT.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning and revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
- 6-8.WT.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

- 6-8.WT.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- 6-8.WT.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 6-8.WT.9 Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

- 6-8.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.